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ABSTRACT

This publication, designed to facilitate input of information about innovative instructional materials and activities for k-12 teachers of government in Iowa, is an outgrowth of a March, 1972, conference for social studies specialists. A primary outcome of the conference was the development of an information retrieval system of locally designed instructional materials and activities in Iowa. Composed of two units, the booklet offers, in Part I, eight examples of local teacher-designed instructional materials and activities. Each example includes the name and address of the contact person; a brief annotation of the project including objectives; special techniques or strategies employed; materials, activities, or equipment used; and evaluation techniques employed. Part II, a major portion of the booklet, provides eleven sources for the preparation of instructional materials and activities for the teaching of government. Information on organizations includes names and addresses of contact persons, descriptions of the programs and services, and available publications from the organization. (SJM)

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SP 005 167

AN INFORMATION EXCHANGE SYSTEM

FOR TEACHERS OF GOVERNMENT

ED 070734

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AN INFORMATION EXCHANGE SYSTEM FOR TEACHERS OF GOVERNMENT

Iowa State Department of Public Instruction
Des Moines, Iowa

1972

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Foreword

A conference for social studies specialists was held in Des Moines, Iowa, March 16-17, 1972. The conference for local and state specialists was hosted by the Iowa Department of Public Instruction and the Council of State Social Studies Specialists (Midwest Region).

The conference was conducted by staff members from the Social Science Education Consortium, Inc. and the ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado.

Purpose of this conference was:

- to train participants in the use of The Educational Resources Information Center system which is a national information collection and dissemination system supported by the U. S. Office of Education; and,

- to train participants in the use of the Curriculum Materials Analysis System, an instrument designed by the Social Science Education Consortium staff. This system enables curriculum decision makers to make reasoned choices about new materials in social studies/social science education.

A primary outcome of the conference was for the development of an information retrieval system of locally-designed instructional materials/activities in Iowa.

This publication is a direct outgrowth of the conference and is thus designed to facilitate a teacher input of information about a locally-designed project in government.

To facilitate informational needs of this type, teachers of government are asked to participate by completing the questionnaire found in Part I of this publication. Teachers of government who have designed a unique learning package (such as Quest, simulation, resource unit, mini-type unit, student involvement program in practical politics, K-12 political science, concept strand program, etc.) may then share these ideas with teachers of government in other parts of the state. Steps in developing an information exchange system are outlined below:

- Teachers of government with an interesting and unique program in government are encouraged to complete the questionnaire and return to Iowa Department of Public Instruction Social Studies Consultant by December 8, 1972.

- Information received will then be summarized from the questionnaires and developed into a Department of Public Instruction publication by the Social Studies Consultant.

- This publication, "Promising Practices in Teaching U. S. Government--Iowa Schools," will then be sent to all teachers of government in Iowa.

This approach, when proved successful, could be expanded to include the other areas of the social studies.

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QUESTIONNAIRE

PART I

PART I

EXAMPLES OF TEACHER - DESIGNED INSTRUCTIONAL MATERIALS/ACTIVITIES

Person to Contact: Don Keeney
Team Leader, Social Studies

Address: Bettendorf Community Schools
800 - 23rd Street
Bettendorf, Iowa 52722

Description of Materials: Annotation not available at time of printing.

Mini-Units: "Taxation--Local, State, and National"
"American City"
"City Government, Structure and Finances"
"City Government, Development and Planning"

Video Tape: "Backgrounds of the Constitution"
"Constitutional Convention"

[redacted]

Person to Contact: Donald A. Scovel
Chairman, Social Studies Area

Address: Price Laboratory School
University of Northern Iowa
Cedar Falls, Iowa 50613

Mini-Teaching Units: The teaching units contain a rationale, statement of objectives, suggested teaching procedures and student activities, bibliography, and tests.

1. "Making of a President": A study of the electoral process, political parties, and the recruitment of political leaders. An analysis of current political issues (foreign relations, tax reform, unemployment, school busing) accompanies the study of political institutions and processes.

2. "Behind the Corn Curtain": A study of Iowa local and state government; its organization, its power, and the selection of political leaders. An analysis of current political problems (taxes, environmental control, reorganization of government) accompanies the study of political institutions and processes.

Simulation Activities: "Caucus": A simulated precinct caucus, with roles defined for both a Republican and Democratic caucus in Iowa urbanized county. Provisions are made for a student kit which

contains the rules and procedures for a precinct caucus. Activity is designed for use in non-election years.

[redacted]

Person to Contact: Charles Lingren
Coordinator, Social Studies

Address: Cedar Rapids Community Schools
346 - 2nd Avenue, S. W.
Cedar Rapids, Iowa 52404

Telephone: (319) 398-2000 (2393)

Teacher Resource Syllabus: The syllabus contains a set of designed modules of instruction intended for use in the secondary schools. Concepts, goals, objectives, and bibliographies are arranged to give structure to the study of various aspects of government.

Instructional modules contained in the syllabus are:

1. Political Thought and Political Patterns

   Concerned with political ideology, political attitudes, and the impact of opinion polls in the United States political life. Both past and present case studies are used.

2. Governmental Organization and Change

   Concerned with the organization of government to meet the needs of people, the changes which have occurred in the United States government over the years, and the difficulties of meeting the rapid changes occurring today.

3. Liberty, Justice and Order

   Concerned with the delicate balance between liberty, justice, and order when faced with the dilemma of pressures for freedoms, the velocity of change, the presence of injustice, and the desire for order.

4. United States Politics (the Political Process)

   Concerned with the development of political tradition and political participation in the process of government. The focus is one choosing government leaders and the role of the individual in that choice.

5. Priorities

   Concerned with the broader aspects of decision making. It focuses on the formal and informal roles found in decision making as well as the internal and external factors which are brought to bear in making a decision.

6. Cities - Urban Government

   Concerned with the urban environment and the problems of government in seeking solutions to these problems. The student is asked to seek alternative ways of organizing and governing cities in the future.

7. Revolutionary Movements

   Concerned with the political concept of authority through an analysis of conflict. It focuses on the idea of leadership.

Syllabus available for $7.00 from the Teaching Resource Center.

Simulation Syllabus:

Republican Nominating Convention--Booklet 1 ($2.00)

A booklet which describes a nominating convention planned by secondary students. It contains a statement of purpose, the order of business for the convention, committee assignment, sample rules and pictures of a student convention.

Republican Nominating Convention--Booklet II ($2.00)

An evaluation summary of the convention and the instrument used to measure the concepts taught and attitudes of the students. A comparison between the simulation group and a controlled group was done to determine any differences in attitudes.

[redacted]

Person to Contact: Dave Baldwin

Address: Curriculum Lab
Joint County School System
4401 6th Street, S. W.
Cedar Rapids, Iowa 52406

What is a UNIPAC: A UNIPAC is a self-contained set of teaching-learning materials designed to teach a single concept and structured for individual and independent use in a continuous progress school program.

How to Use a UNIPAC: UNIPACS are designed to help students achieve at their own best learning rates. Given UNIPACS, students will be able to achieve measurable performances under given conditions, at or above specified minimum levels, and at rates which are individually unique to each student.

If the pre-test results indicate that he is ready for the concepts or skills of the UNIPAC, he selects from suggested learning materials and activities in the UNIPAC those which fit his own unique learning style. Behavioral objectives, which are contained in his UNIPAC, guide him as he learns. When he feels that he has achieved one behavioral objective, he proceeds to the next one and again selects from suggested learning materials and activities. If the self-test results indicate that he is ready for teacher evaluation, the student can request the post-test for his UNIPAC. Upon successful completion of the post-test, the student may proceed to his next UNIPAC or he may participate in quest activities.

Sample UNIPAC Titles:

AA-001 296	Rights and Freedoms of the Individual
AA-001 297	The Legislative Branch as the Law-Making Branch
AA-001 406	Revitalization of Political Parties

AA-002 045	Why Government
AA-002 072	Power of Impeachment
AA-002 174	The Bill of Rights Protects the Individual
AA-002 180	There is a Structure to a Nation
AA-002 342	The Federal Court System
AA-002 775	How a Bill Becomes a Law
AA-002 940	County Government as an Administrative Unit of State Government
AA-002 941	Omaha City Government: Strong Mayor Council Plan
AA-003 074	The Variety of Ways to Nominate Public Officials

Source: UNIPACs are prepared by teachers at UNIPAC production workshops. For information regarding a workshop, contact:

W. B. Field and Associates
P. O. Box 332
Miami-Kendall, Florida 33156

Costs:		
	Sustaining Member	$ .80 each (Microfiche copy)
	Member	.95 each (Microfiche copy)
	Non-member	1.95 each (Microfiche copy)
	Hard copy when available	4.95

NOTE: Joint County School System, Cedar Rapids, has a basic collection of UNIPACs which can be borrowed from the Curriculum Lab.

AN UNIPAC SAMPLE PAGE

LESSON NUMBER FOUR

"TO CLASSIFY GOVERNMENTS TODAY REQUIRES SOMETHING MORE THAN THE OLD TRADITIONAL TERM."

STUDENT OBJECTIVES:

GIVEN A LIST OF MODERN WAYS OF CLASSIFYING GOVERNMENTS YOU WILL BE ABLE TO EXPLAIN OR IDENTIFY THESE FORMS AS COMMONLY USED.

INSTRUCTIONS:

YOU ARE TO COMPLETE ONE OF THE FOLLOWING ACTIVITIES IF YOU MISSED PRE-TEST QUESTION 4, OR IF ASSIGNED BY YOUR TEACHER. IF YOU PASSED QUESTION 4 AND YOUR TEACHER IS SATISFIED GO DIRECTLY TO THE POST-TEST.

READ:

SECTION 2, "MODERN WAYS OF CLASSIFYING GOVERNMENTS." *AMERICAN GOVERNMENT,* (pp. 7-13).

READ:

CHAPTER 1, *MAGRUDER'S AMERICAN GOVERNMENT'* MC CLENAGHAN, 1969, ALLYN & BACON.

DISCUSS:

IN A BUZZ-SESSION WITH 4 OR 5 OTHER STUDENTS, TRY TO LIST AND CATEGORIZE THE VARIOUS TYPES OF GOVERNMENT USED TODAY. IF THE OLD TRADITIONAL WAY FAILS, THEN TRY TO DETERMINE WHICH OF THE NEWER TERMS WILL COVER THEM; MAYBE YOU WILL THINK UP A BETTER WAY TO CATEGORIZE THEM. YOU MIGHT WANT TO USE THE TEXT TO HELP IF THE GROUP CANNOT ARRIVE AT SOME COMMON, PRACTICAL SYSTEM, OR YOU COULD USE THE TEXT TO SEE IF YOU HAD SIMILAR OR COMPARABLE TERMS.

SELF–TEST FOR LESSON 4

ON A SEPARATE SHEET OF PAPER, EXPLAIN OR DEFINE THE FOLLOWING:

1. THE PRESIDENTIAL FORM OF GOVERNMENT IS:
2. EXPLAIN THE DIFFERENCES BETWEEN UNITARY AND FEDERAL:
3. WHAT IS MEANT BY A ONE-PARTY GOVERNMENT?
4. WHAT IS MEANT BY A COALITION?
5. EXPLAIN THE DIFFERENCES BETWEEN A LIMITED AND A TOTALITARIAN GOVERNMENT.
6. WHAT IS MEANT BY A PARLIAMENTARY FORM OF GOVERNMENT?

[redacted]

Person to Contact: Vera Ehlers
Social Studies Coordinator

Address: Davenport Community Schools
1001 Harrison Street
Davenport, Iowa 52803

Instructional Units: Instructional units for use in grade 9. A brief outline is presented which is followed by a brief bibliography. Initiatory, developmental and culminating suggestions are given.

1. Iowa State Government (10-12 days)

   (A) Iowa History

   (B) State Government - general information

   Slides are in the process of collection and narrative is being prepared for use in 1973-74.

2. Iowa County - Local Government

   Concentrates on local history and government of Davenport and Scott County. Deals with basic county and city government, with emphasis on functioning government in Davenport. Most material is from local sources.

3. Youth and the Law

   An effort is made to help junior high age students know how they relate to law and what their responsibilities are as far as the law is concerned. The mini-unit is planned to be informative and not preaching. Criminal and civil law is looked at with the teenagers in mind. Laws which affect him are specially treated.

4. Urbanization and Industrialization - latter 1800's - U.S.

   This material is based on the use of simulation games such as the "game" Agriculture and Industry. Mini-units designed for 5-7 days each are included. These are Immigration, Business, Labor Movement, Social Reform, Politics, Agriculture.

   Units available for a nominal charge.

Units:

Youth and the Law (9th grade)
Urbanization and Industrialization
Latter 1800's - U. S. (9th grade)
Iowa State Government (9th grade)
Iowa County - Local Government (9th grade)

[redacted]

Person to Contact:

George Hampel
Executive Secretary

Address:

Des Moines Education Association
3116 Ingersoll Avenue
Des Moines, Iowa 50312

Teacher Resource Unit:

"Political Action for High School Studies" (Seniors and Adult Education Class)--Cost $1.00, may be ordered in quantity numbers. The pamphlet concerns the author's 21 years of experience in the classroom of providing "political action" for his students at East High School, Des Moines, Iowa.

The emphasis is on a participatory program for the student's involvement in politics. Suggestions for a program of this nature are given as an outgrowth of the East High program. Included are 16 actionettes on projects used in his various classes.

For further information, teachers should write to the contact persons listed above.

Person to Contact: LeRoy Martin
Social Studies Coordinator

Address: Marshalltown Community Schools
317 Columbus Drive
Marshalltown, Iowa 50158

Description of Materials:

Discrimination: U.S.A.

Each day students gain or lose points for a variety of discriminatory reasons. Points can be gained by reading newspaper or magazine articles, or books, then telling the teacher about the article in a one-on-one conference. Teaching strategies include independent study and small group and individual conferences.

Stocks and Bonds

Investment opportunities with an emphasis on stocks, bonds, and the functioning of the stock exchange were studied in this mini-course. The students used two equal sums of money to buy stocks. The first investment was made at the beginning of the unit. A second investment was made after studying business journals, newspapers, and old stock research reports. For the second investment stocks could be bought and sold daily using the newspaper as a price guide. How stock exchanges function and the more common terms of the stock exchange were also part of the unit. The students appeared to be highly interested in this unit with some graphing their stocks long after the completion of the mini-unit. The unit also encouraged the use of math skills and the newspaper.

Choosing Leadership

This unit attempts to deal with the realities of citizen participation in elections, patterns of political affiliation among various groups (and shifting preferences) and modern techniques of campaigning. Includes statistics, cartoons, record and newspaper articles, plus small group work.

Civil Rights

This unit is constructed around a series of open-ended, commercially-produced films. Student discussion and decision making are the principal techniques. Involves study of court procedure and terminology, and the Bill of Rights. Some packet material from newspapers.

Courts

The court option is divided into two parts. The first part involves a study of the court system in the United States. After this study is completed, the students then go into role playing, where each member assumes the part of a person involved in an actual classroom situation. A mock trial is established and the students carry out this trial to its completion. The second part involves the bringing in of people, such as a district judge or lawyer, for a presentation and question and answer session. Then the students are taken to an actual trial that is in session. After the students sit in on a trial, the guest speakers are again brought in to answer any questions that the students might have as a result of their visitation.

Mini-
Units: Junior High:

"Stocks and Bonds"
"Courts"
"Discrimination, U.S.A."

Person to
Contact: Lavern Hoelscher
Social Studies Building Chairman

Address: Marshalltown Senior High School
Marshalltown Community Schools
1602 - South 2nd Avenue
Marshalltown, Iowa 50158

Description of
Materials: Annotation not available at time of printing.

Mini-
Unit: Junior-Senior Levels:

"Choosing Leadership"
"Civil Rights and the Courts"
"Lawmaking--State and National" "Civil Rights and the Courts" "Lawmaking--State and National"

[redacted]

Person to
Contact: Mrs. Shirley Stow
Social Studies Coordinator, K-12

Address: Hillside Junior High School
West Des Moines Community Schools
8th & Hillside
West Des Moines, Iowa 50265

Mini-
Unit: "Judicial System as Seen Through a Mock Trial" (juniors and seniors)--State and National Judicial System)--Cost $1.00

Concerns itself with the various aspects of the trial system in America. Study of the court system at the state and national level is made by the class preparatory to the mock trial.

PART II

PART II

SOME SOURCES FOR USE IN THE PREPARATION OF INSTRUCTIONAL MATERIALS/ ACTIVITIES FOR TEACHERS OF AMERICAN GOVERNMENT

ERIC CLEARINGHOUSE FOR SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION

Person to Contact: Robert Fox, Director

Address: Educational Resources Center
855 Broadway, Boulder, Colorado 80302

Programs and Services: ERIC has three major functions:

1. To abstract, index, and provide ready access to current literature relevant to social studies/social science education through Research in Education and the Current Index to Journals in Education.
2. To write information analysis publications on current priority topics in the form of summaries, guides, state-of-the-art reports, bibliographies, and interpretive documents.
3. To provide information services in cooperation with related professional organizations; state, regional, and local education agencies; businesses; and, other education-oriented groups.

Publications: Becker, James M., *Teaching International Relations.* 1972. (Interpretive Series No. 6)

Turner, Mary Jane, *Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies.* 1971. 199 pp. (Review Series No. 2)

SSEC Order No. 138 $5.95; $3.95, Paperback
EDRS Order No. ED 048 071 $0.65, Microfiche EDRS Order No. ED 048 071 $0.65, Microfiche

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EXAMPLE TAKEN FROM: *MATERIALS FOR CIVICS, GOVERNMENT, AND PROBLEMS OF DEMOCRACY*

PROJECT IDENTIFICATION: Foreign Policy Association
CURRICULUM: International Studies in Elementary and Secondary Schools
DIRECTOR: James M. Becker
PROJECT ADDRESS: 345 East 46th Street, New York, New York 10017
PUBLISHER: Allyn & Bacon, 470 Atlantic Avenue,
Boston, Massachusetts *(Great Decisions)*
Scott-Foresman, 900 East Lake, Glenview, Illinois 60025
("Dangerous Parallel," game)
New Dimensions and Headline Series published by the
Foreign Policy Association
AVAILABLE FROM: Allyn & Bacon, 1965; Scott-Foresman, 1969; Foreign Policy Association, 1965

GRADE LEVEL AND STRUCTURE: 9-12. International Relations, World Culture
SUBJECT AREA: Political Science
COST OF MATERIALS: *Great Decisions* pamphlets. $1.84 each; teacher's guide, free. Game, "Dangerous Parallel," $60.00 per set. *Headline Series,* bimonthly, $5.00 per year. *New Dimensions,* $1.00 each.

Although the Foreign Policy Association has been engaged in a multiplicity of activities designed to improve the character of international education (and social education, generally), the development of curriculum materials has been only an incidental consideration in its program. The materials which FPA has prepared for classroom use by students and teachers while, no doubt, in line with the major objectives set down by the project, are not actually a result of the project.

The materials can only be considered supportive for a pre-existing course structure, and range in format from a bi-monthly series to a well-conceived pamphlet exploring the *Great Decisions* for a particular year. Eight key international issues are considered in depth. Essential background material, impartial analyses of the alternatives available to the policy makers, questions for discussion, and a bibliography, as well as maps, charts, and photographs, are included. *New Dimensions,* a series of pamphlets, and the bimonthly *Headline Series* both present excellent source material. Titles available in the *New Dimensions* series include: *Teaching the Comparative Approach to American Studies, International Education for Spaceship Earth, Simulation Games for Classroom Use, Foreign News and World Views, and Teaching about War and War Prevention.*

INFORMATION CHECKLIST

PROJECT IDENTIFICATION	Foreign Policy Association
CURRICULUM	International Studies in Elementary and Secondary Schools
SPECIFIC TITLE	

DESCRIPTIVE CHARACTERISTICS		*SUBSTANTIVE CHARACTERISTICS*			*STRATEGIES EMPLOYED & EVALUATION INFORMATION*	
PUBLISHER	AB	**AREA OF POLITICAL SCIENCE**			**STRATEGIES**	
AVAILABLE FROM		Political Theory			*Teacher-Student Action*	
Project	65	Public Law			Direction	X
Publisher	65	International Relations	5		Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government	1		Stories	
K-3		American Political Behavior			Pictures	
4-6		National			Demonstrations	
7-8		Local			Questions	X
9 (Civics, Am. Gov't., Am.	WC	**CONCEPTS**			*Resource-Student Action*	
10 Hist., World Cult., Prob.	WC	Legitimacy	2		Student Materials	X
11 of Dem., Int. Rel., Soc.	IR	Authority	3		Films	
12 Sci./Soc. St.)	IR	Power	3		Filmstrips & Slides	
SUBJECT AREA		Decision-Making	5		Records	
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	PSc	Leadership	3		Tapes	
		Citizenship	Representation		Transparencies	
			Voting		*Teacher-Student Interaction*	
			Socialization		Discussion	X
			Interest Groups		Questions	X
			Participation		Case Studies	
			Parties		Seminars	
		Human Rights	Freedom		*Student-Student Interaction*	
			Equality		Role Playing	
			Natural Rights		Games	X
			Conscience		Simulations	
			Justice		Group Discussions	
			Duty		Debates	
		Change	Development	4	*Student-Resource Interaction*	
			Modernization	4	Readings	X
			Stability	4	Laboratory	
		Conflict	Pressure	2	Documents	
			Violence	2	Independent Study	X
			Resolution	3	Film Loops	
			Revolution	3	Programmed Instruction	
		Institutions		2	Artifacts	
		Bureaucracy			EVALUATION	•
		Sovereignty			Field Tested	
		Law		2	TYPES OF SCHOOLS	•
		ISSUES			Urban	
		Civil Rights			Suburban	
		Violence		3	Rural	
		Right to Dissent			RESULTS	•
		Political Security		3	Cognitive Attainment	
		Social Security		2	Skill Attainment	
		Quality of Life			Affective Attainment	
		Pollution			MATERIALS REVISED BASED ON RESULTS	•
		Overpopulation				
		Poverty & Welfare				
		International Peace & Law		3		
		Drug Use & Abuse				
MATERIALS						
Student Materials	X					
Teacher Guide	X					
A-V Kit						
Tests						
FORMAT						
Curriculum						
One-year course						
Semester						
Units						
Issues	X					
MEDIA UTILIZED						
Student Materials	X					
Case Studies						
Readings	X					
Maps	X					
Charts	X					
Films & Filmstrips						
Records						
Tapes						
Transparencies						
Artifacts						
Other	X					

1 *Incidentally used*
2 *Considered, but not of prime concern*
3 *Occasionally recurring theme or intensively studied for short periods*
4 *Continuously recurring theme*
5 *Dominant theme*
• *Not available for analysis*

PROJECT IDENTIFICATION: Education Development Center
CURRICULUM: Social Studies Curriculum Program
SPECIFIC TITLE: *From Subject to Citizen*
DIRECTOR: Nona Plessner Lyons
PROJECT ADDRESS: 15 Mifflin Place, Cambridge, Massachusetts 02138
PUBLISHER: KDI Instructional Systems, Inc., 1810 MacKenzie Drive, Columbus, Ohio 43220
AVAILABLE FROM: KDI Instructional Systems; from Project by special arrangement
GRADE LEVEL AND STRUCTURE: 8-10. American History, Civics, World Culture
SUBJECT AREA: Political Science, History
COST OF MATERIALS: Student materials, approximately $2.00 per unit; teacher's guide, approximately $2.50 per unit; games, role playing activities, records, $4.00 to $49.00. Units of the course *(Queen Elizabeth: Conflict and Compromise, The King vs. the Commons, The Emergence of the American, The Making of the American Revolution, We the People)* can be ordered seperately.

The year-long course, *From Subject to Citizen,* the second in a two-year sequence entitled *Man and Politics,* is designed around the concepts of power and political culture. These organizing ideas were conceived of as tools for students to use in inquiring into and ordering political events and developments. The belief is that these concepts can generate new kinds of questions for junior and senior high school students to explore:

What is power in human society?

On what does power depend?

What role does the individual play in bringing about change?

How have changes in power structures taken place?

What is necessary for stability and legitimacy in power relationships?

The excitement of *From Subject to Citizen* lies in the application of such questions to the experiences of men, both past and present, and to relationships and events in the lives of students. Materials are drawn from British and American experiences in political development--from the 16th to the 20th Century. The aim is to give students a set of workable models for analyzing the nature and complexities of power relationships so that the political world in which they live may become more comprehensible to them. Some particular questions students explore through the materials of the course are:

Who has power over you?

What is treason?

How much dissent can the community allow?

Is war inevitable?

Because the student himself is central to the concern of the course, materials of the five units have been developed and designed to stimulate his intellectual growth and develop confidence in the powers of his mind. The methodology of the course stresses the development of a hypothetical mode of thinking through analyzing data and hypothesizing and testing

conclusions. Discussions of issues, whether in small groups, debates, role playing, news conferences, or games, aim to develop well-formulated student opinion. Divergence of opinion is encouraged. Indeed, the value of any class discussion will probably be measured by how well students have grasped opposing points of view, both of the issues and the opinions of their classmates. Students are engaged in an inquiry that leads always toward the improvement of their mental capacities and the formulation of new questions of their own.

INFORMATION CHECKLIST

PROJECT IDENTIFICATION	Education Development Center
CURRICULUM	Social Studies Curriculum Program
SPECIFIC TITLE	*From Subject to Citizen*

DESCRIPTIVE CHARACTERISTICS		*SUBSTANTIVE CHARACTERISTICS*		*SPECIFICS EMPLOYED IN EVALUATION INFORMATION*	
PUBLISHER	K	AREA OF POLITICAL SCIENCE		STRATEGIES	
AVAILABLE FROM		Political Theory		*Teacher-Student Action*	
Project	69	Public Law		Direction	
Publisher	70	International Relations		Exposition	X
GRADE LEVEL & STRUCTURE		Comparative Government		Stories	X
K-3		American Political Behavior		Pictures	X
4-6		National		Demonstrations	X
7-8		Local		Questions	X
9 (Civics, Am. Gov't., Am.	Civ	CONCEPTS		*Resource-Student Action*	
10 Hist., World Cult., Prob.	AH	Legitimacy	3	Student Materials	X
11 of Dem., Int. Rel., Soc. Sci. Soc. St.)		Authority	2	Films	X
12		Power	5	Filmstrips & Slides	X
SUBJECT AREA		Decision-Making	4	Records	X
(Anth., Econ., Geog., Hist., Pol. Sci., Sociol., Soc. Sci./ Soc. St.)	His PSc	Leadership	4	Tapes	X
		Citizenship Representation		Transparencies	X
MATERIALS		Voting		*Teacher-Student Interaction*	
Student Materials	X	Socialization		Discussion	X
Teacher Guide	X	Interest Groups		Questions	X
A-V Kit	X	Participation		Case Studies	X
Tests	X	Parties		Seminars	
FORMAT		*Human Rights* Freedom		*Student-Student Interaction*	
Curriculum		Equality		Role Playing	X
One-year course	X	Natural Rights		Games	X
Semester		Conscience	2	Simulations	X
Units	X	Justice	3	Group Discussions	X
Issues		Duty	2	Debates	X
MEDIA UTILIZED		*Change* Development	3	*Student-Resource Interaction*	
Student Materials	X	Modernization	3	Readings	X
Case Studies	X	Stability	3	Laboratory	
Readings	X	*Conflict* Pressure	3	Documents	X
Maps	X	Violence	3	Independent Study	X
Charts	X	Resolution	4	Film Loops	
Films & Filmstrips	X	Revolution	2	Programmed Instruction	
Records	X	Institutions	3	Artifacts	
Tapes	X	Bureaucracy		EVALUATION	
Transparencies	X	Sovereignty	3	Field Tested	X
Artifacts		Law	4	TYPES OF SCHOOLS	
Other	X	ISSUES		Urban	X
		Civil Rights	3	Suburban	X
		Violence	3	Rural	X
		Right to Dissent	3	RESULTS	
		Political Security	3	Cognitive Attainment	X
		Social Security		Skill Attainment	X
		Quality of Life		Affective Attainment	X
		Pollution		MATERIALS REVISED BASED ON RESULTS	X
		Overpopulation			
		Poverty & Welfare			
		International Peace & Law			
		Drug Use & Abuse			

1 *Incidentally used*
2 *Considered, but not of prime concern*
3 *Occasionally recurring theme or intensively studied for short periods*
4 *Continuously recurring theme*
5 *Dominant theme*
* *Not available for analysis*

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Person to Contact: Ms. Ferucia Freschet

Address: No. 1 Garden Circle, Berkeley, California 94705

Telephone: (415) 841-9710

Purpose: To research and develop educational products for use at the preservice and inservice level on a nationwide level. Overall mission of the Laboratory is "helping children have more--and better--opportunities to learn."

Program: (Example of a Program Activity)

Multi-Ethnic Education Program

The Executive Panel and the Board of Directors adopted a Basic Program Plan for the Laboratory's fourth major program, directed by James A. Johnson, Jr. This new program remained a part of the Forward Planning Program until almost the end of the year.

The Basic Program Plan stated clearly the Laboratory's commitment to improving the education of children in ethnic minority groups who must cope with the existing society and yet be prepared to function in a developing pluralistic society. The overall plan outlined the problems and magnitude of effort that will be required, but some priority tasks were already undertaken as a nucleus of staff members was assembled.

One of the first products of the program will be the preliminary form of a multi-media presentation of a social studies lesson as a prototype lesson for teaching members of the learning community to interact with systems that impinge upon ethnic minority communities. Another product will involve the development-- through preliminary form, testing, and revision--of a teacher's monograph to aid in examining and selecting materials and activities suitable for use in alternative learning environments.

The National Advisory Committee included Jack Davis, Barbara Sizemore, Joe White, Preston Wilcox, and Asahel Woodruff. In addition, a larger regional advisory committee, representing the various minority groups in the area, continued to provide guidance and assist in setting objectives.

Handbooks and Other Publications:

ED 025 482	AFRO-AMERICANS IN THE FAR WEST (Hard Cover--$6.58)
ED 026 748	DECISION PROCESSES AND INFORMATION NEEDS IN EDUCATION (Hard Cover--$9.87)
ED 033 173	DEVELOPMENT & EVALUATION OF A TELEVISION WORKSHOP IN HUMAN RELATIONS (Hard Cover--$6.68)
ED 013 698	EDUCATION OF THE CULTURALLY DIFFERENT (Hard Cover--$3.29)
ED 024 647	THE MINICOURSE: RATIONALE AND USES IN THE INSERVICE EDUCATION OF TEACHERS (Hard Cover--$3.29)
ED 015 891	IN-SERVICE EDUCATION: PSYCHOLOGICAL PERSPECTIVES (Hard Cover--$3.29)

ED 013 164 MEXICAN-AMERICANS: A HANDBOOK FOR EDUCATORS (Hard Cover--$3.29)

ED 028 114 MINICOURSE: THEORY AND STRATEGY (Hard Cover--$3.29)

ED 041 084 NEW STRATEGIES IN EDUCATIONAL PLANNING AND RESEARCH INVOLVING ETHNIC MINORITY COMMUNITIES (Hard Cover--$3.29)

ED 032 293 RANGE OF TEACHING SKILLS THAT CAN BE CHANGED BY THE MINICOURSE MODEL (Hard Cover--$3.29)

ED 010 001 STUDY OF HUMAN INTERACTION VARIABLES IN SUCCESSFUL AND UNSUCCESSFUL TEACHER TEAMS (Hard Cover--$3.29)

ED 024 650 THE EFFECTS OF VIDEOTAPE FEEDBACK AND MICROTEACHING IN A TEACHER TRAINING MODEL (Hard Cover--$3.29)

Order from: ERIC Document Reproduction Services
LEASCO Information Products, Inc.
P. O. Drawer O
Bethesda, Maryland 20014

Instructions for Ordering:

1. Payment must accompany orders under $10.00.
2. All orders must be in writing.
3. No handling charge
4. Book rate or library rate postage is included in prices given.
5. The difference between book rate or library rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

Microfiche copy, each title -- $ .65 (See Iowa State Department of Public Instruction Services, page 29.)

AFRO-AMERICANS IN THE FAR WEST ($ .60 each)

EDUCATION OF THE CULTURALLY DIFFERENT ($ .35 each)

MEXICAN-AMERICANS ($ .45 each)

Order from: Superintendent of Public Documents
Government Printing Office
Washington, D. C. 20402

San Francisco Government Book Store
450 Golden Gate Avenue - Room 1023
San Francisco, California 94102

NATIVE-AMERICAN ($ .60)

Order From: Anti-Defamation League
590 N. Vermont Avenue, Los Angeles, California 90004
40 First Street, San Francisco, California 94105
315 Lexington Avenue, New York, New York 10016

THE AMERICAN GOVERNMENT INFORMATION UNIT ($7.95) -- The information unit was developed by the Far West Laboratory for Educational Research and Development. Nine carefully selected programs are condensed and analyzed in this publication:

- O Curriculum Focused on Thinking Reflectively About Public Issues
- O American Political Behavior
- O Episodes in Social Inquiry Series
- O Public Issues Series
- O Comparative Political Systems
- O Secondary Social Studies Program
- O Justice in Urban America
- O The Price of Freedom
- O The Amherst Project

The American Government Unit summarizes these programs and compares goals, contents, classroom strategies, student and teacher prerequisites, cost factors, program evaluations, and the development history of each program. A quick-reference chart is provided, and a screening guide is included to help in selecting the most applicable curricula.

These programs do not stress facts; instead, they emphasize issues and ideas and ways of dealing with them--they teach the student to think logically about such issues and ideas.

The programs are for grades 9 through 12 and include instructions for teaching strategy. They were thoroughly tested in classrooms and will be available during the 1972-73 school year.

IOWA CENTER FOR EDUCATION IN POLITICS

Person to Contact: George B. Mather, Director

Address: Iowa Center for Education in Politics
C 107 East Hall
The University of Iowa
Iowa City, Iowa 52240

Purpose: The Iowa Center for Education in Politics is a cooperative effort by the political parties and the colleges and universities of Iowa to promote more active, and better informed, citizen participation in politics. It took weeks to achieve this objective by improving the teaching about practical politics in high schools and colleges. The emphasis is on education about the art and science of politics rather than on participation in politics.

However, we recognize that one of the best ways to study politics is to participate actively in political affairs; another good way is to observe politics in action. For these reasons many ICEP programs require students to participate and observe political action, and to interact with political actors.

Two criteria must be met in all ICEP activities: equal opportunity to participate must be given to all legally recognized political parties; all programs must be of high academic quality.

The program, in operation since 1954, is directed by an advisory board composed of representatives of the political parties and schools and college administrators and teachers. The University of Iowa serves as the Center's headquarters and provides the services of the director, and secretarial and accounting services, as its contribution to the program.

Activities of the Center are financed from contributions and membership fees of foundations, organizations and individuals, and from fees charged participants in some activities. An an educational organization, contributions to the Center are deductible for income tax purposes.

Students and instructors in all high schools, community colleges, four-year colleges and universities in the state, public and private, are invited to participate in these programs. Teaching materials, including two films, produced by the Center are used in high schools also. Efforts are made to alert both high school and college teachers about new teaching materials and strategies.

Activities: ICEP sponsors conferences and workshops for teachers and students. Annually, during the legislative session, the Center sponsors two-day legislative workshops for teachers and students in Des Moines. Legislative leaders of both houses and both parties, the governor's office, lobbyists and newsmen participate in the workshops.

Other workshops are sponsored on a statewide or regional basis on such topics as political participation, teaching strategies and political research.

Publications: POLITICS IN ACTION. A 41-minute color/sound film presenting a bipartisan "case study" of political procedures in one state in one election. Goes through precinct caucus; county, district, and state conventions; pre-primary campaigning; primary election; general election campaign; and general election vote tabulation. (66534) Rental--$11.30. Sale--$395.00.

DAYS OF DECISION. An 18-minute black-and-white educational film showing how the legislative process functions within the framework of partisan political activity. Sponsored by the Iowa Center for Education in Politics. (46390) Rental--$5.15. Sale--$95.00.

SUGGESTIONS TO TEACHERS USING DAYS OF DECISION. Helpful ideas about introducing the film, activities, source of information, taking a trip to the legislature. Free.

CAUCUS--CONVENTION SIMULATION. Suggestions for using the precinct caucus and county convention as a class simulation. Includes excerpts from the Iowa Code and party constitutions. Free.

SELECTED BIBLIOGRAPHY FOR THE STUDY OF POLITICS. Free.

VOTING IN IOWA. A complete authoritative explanation of the state's election laws and political party procedures. A guide and reference book about Iowa politics. (New edition in preparation)

AMERICAN POLITICS: RESOURCES FOR TEACHERS. Suggestions for unit plans and available materials. (Forthcoming)

IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION

Person to Contact: Richard E. Gage
Social Studies Consultant

Address: Division of Curriculum
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Telephone: (515) 281-3264

OR

Person to Contact: Mary Jo Bruett
Referral Specialist

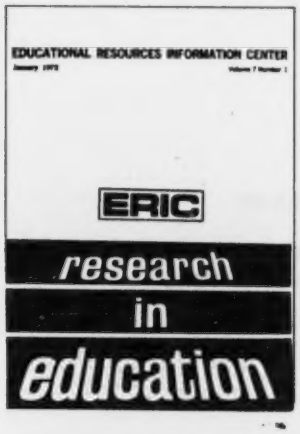
Address: Educational Media Center
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Telephone: (515) 281-3475

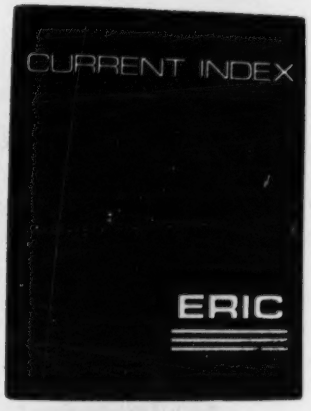
History: The U.S. Office of Education maintains ERIC (Educational Resources Information Center), a national information system which disseminates educational research results, research-related materials, and other research information. The major ERIC objectives are:

1. To guarantee accessibility to current significant education reports from all U. S. sources.
2. To generate interpretive summaries and annotated bibliographies on critical educational issues and to disseminate these widely.
3. To help infuse new information into educational planning systems.

Organization and Products of ERIC: The key to utilization of the ERIC system is the monthly indexed publications.



RESEARCH IN EDUCATION
- RIE -



CURRENT INDEX TO JOURNALS IN EDUCATION
- CIJE -

RESEARCH IN EDUCATION (RIE)---This is a monthly abstract journal reporting recently completed research reports, descriptions of outstanding programs and other documents of educational significance. RIE also includes a section on newly funded research projects supported by the U. S. Office of Education. This material is indexed by subject, author or investigator, and institution.

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)---This is a monthly guide to the periodical literature, with coverage of more than 500 major educational and education-related publications. The CIJE includes a main entry section with annotations and is indexed by subject and author.

ERIC publications (RIE and CIJE) can be used for:

- Browsing--to scan each volume for reports and ongoing projects in various fields of interest.
- Current awareness--to find out what has been written or what is now being done on a particular subject.
- In-depth searching--to find everything in the ERIC system on a particular topic according to specific descriptors (search terms).

ERIC publications are designed so that, once familiar with the format of one, you will be able to use all others. They are indexed to offer a variety of approaches for finding information by:

- Subject--to find documents and projects on a specific topic through the use of descriptors.
- Author or Investigator--to find what an author has written or to learn what an investigator is now doing.
- Institution--to find what an institution has published or what research projects are now being conducted at an institution.
- Accession Number--to identify a document when only the clearinghouse number or ERIC number is available.

You may need to become familiar with ERIC terminology in order to further your search. Using the THESAURUS OF ERIC DESCRIPTORS, identify other key descriptors listed under the original search term, Political Science. Select alternate search terms from those listed, such as the narrower terms (NT), broader terms (BT), or related terms (RT) shown in the example below.

POLITICAL SCIENCE 480
NT Civics
BT Social Sciences
RT American Government (Course)
Area Studies
Authoritarianism
Communism
Constitutional History
Elections
Foreign Policy
Foreign Relations
Human Geography
Military Science
Political Socialization
Politics
Public Administration Education
Public Affairs Education
Social Studies

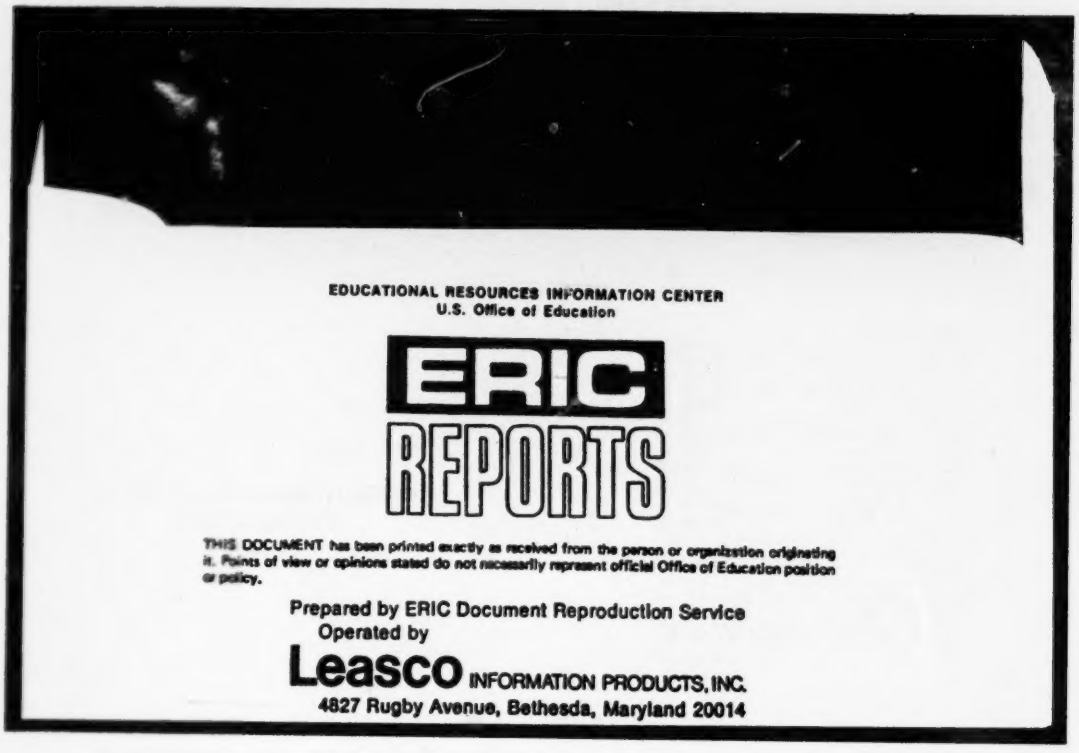
Taken from

THESAURUS OF ERIC DESCRIPTORS

Using these newly selected terms, check each of the ERIC reference tools for additional documents or articles pertinent to your search.

ERIC with its unique distribution of research documents makes it easy for the total educational community to be made aware of what is taking place in the field of education.

Documents are distributed on microfiche--a flat sheet of 4" x 6" film that is low in cost and is a space saver.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U.S. Office of Education
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Methods of conducting a subject search of the ERIC system, using ERIC reference tools, can be illustrated with the following example:

A school district is planning to supplement its study skills in the area of Political Science.

A committee has been asked to prepare a planning paper for the design and operation of this program.

ERIC can help you!

FIRST . . . .

- Consult the monthly issues of RESEARCH IN EDUCATION (RIE) for current documents

on the subject. Check the Subject Index sections under the search terms. Each document is identified by a number - ED for reports.

Political Science

Arms Control and Disarmament. A Quarterly Bibliography with Abstracts and Annotations.
ED 048 077

The Behavioral and Social Sciences Survey: Political Science.
ED 049 122

Choosing a President, 1968: The American Political Process.
ED 054 017

Communism. Course of Study, Grades IX-XII.
ED 051 155

Documents on Disarmament.
ED 049 103

EPDA Civics Institute: Political Change and Development: United States and Africa. Director's Report.
ED 045 521

Taken from

RESEARCH IN EDUCATION (RIE)

- Extend your search to the periodical literature by consulting the monthly indexes of CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). The identifying numbers in CIJE are labeled EJ.

Political Science

Concerns of the Political Scientists in The Study of International Relations, *Soc Stud* v60 n6, pp269-272, 69 Nov EJ 012 694

Politics of Education, *Rev Educ Res* v39 n5, pp623-40, 69 Dec EJ 016 526

The High School Curriculum Center in Government, Indiana University, *Soc Educ* v34 n4, pp428-31, 70 Apr EJ 019 354

Teaching Social Studies in North Korean Schools under Communism, *Soc Educ* v34 n5, pp528-33, 42, 70 May EJ 019 680

Education and the Status Quo, *Comp Educ* v6 n1, pp19-36, 70 Mar EJ 019 773

West Germany: Political Education for Citizenship?, *New Univ* v3/4 n8/1, pp12-3, 70 Dec 69-Feb EJ 020 846

Electoral Behavior; A Pioneer Study of Contemporary Significance, *Soc Sci Quart* v50 n4, pp889-938, Mar '70 EJ 022 156

Prelude to a Great Book: A Trail-Blazer in Public Law, *Soc Sci Quart* v50 n4, pp969-984, Mar '70 EJ 022 158

Taken from

CURRENT INDEX TO JOURNAL IN EDUCATION (CIJE)

A complete ERIC collection is located in the Educational Media Center, Iowa Department of Public Instruction. This collection is complete with monthly updatings of RESEARCH IN EDUCATION (RIE), CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), THESAURUS OF ERIC DESCRIPTORS, and the entire microfiche collection.

Services:

Clearinghouse

The U. S. Office of Education supports information analysis activities through interpretive summaries and bibliographies produced by the ERIC clearinghouses. There are 20 ERIC clearinghouses which cover specialized fields of education. Each clearinghouse is considered to have the expertise within a field to locate significant research and resource material. These subject clearinghouses review, abstract and index the documents announced in RESEARCH IN EDUCATION (RIE).

The clearinghouse associated with your subject area is:

ERIC/ChESS

Director: Robert Fox

Address:	Social Science Education 855 Broadway Boulder, Colorado 80302
Telephone:	(303) 443-2211, Extension 8434
Affiliate Organization:	University of Colorado
History:	Founded in 1970; 1971 it became Social Studies/Social Science and in 1972 it returned to Social Science Education.
Service:	This clearinghouse locates, selects, abstracts, and indexes current documents on any phase of social studies and social education, at all levels, for RIE.
Criterion for Inclusion in RIE:	Completeness of Coverage--Timeliness--Accuracy

Services:
Iowa DPI

An ERIC data bank is located in the Educational Media Section of the Department of Public Instruction. All materials that are required to implement an ERIC search are available in the Media Center. This material includes all indexes for *Research in Education* (RIE), *Current Index to Journals in Education* (CIJE), *Thesaurus of ERIC Descriptors,* and the complete ERIC microfiche collection. Microfiche readers, a reader-printer, and a microfiche duplicator are also available.

Local school personnel, teachers, curriculum personnel and administrators are welcome to visit the Center 8:00 - 4:30 Monday through Friday. All available materials may be utilized within the Media Center. Copies of microfiche and other printed materials can frequently be supplied at cost.

IOWA STATE HOUSE OF REPRESENTATIVES

Person to Contact: Chief Clerk of the House

Address: State House
Des Moines, Iowa 50319

Publications: HOW A BILL BECOMES A LAW--Recommended for junior and senior high school students. No charge.

1972 COMMITTEE BOOK--64th General Assembly. Contains names and addresses of members, officers and secretaries of the House and Senate. No charge.

LEGISLATIVE DIRECTORY--64th General Assembly. Contains U. S. Senators, Congressmen, Justices of Iowa Supreme Court, state officers, and members of the 64th General Assembly. No charge.

IOWA STATE SENATE

Person to Contact: Secretary of the Senate

Address: State House
Des Moines, Iowa 50319

Publications: HOW A BILL BECOMES A LAW--Recommended for junior and senior high school students. No charge.

1972 COMMITTEE BOOK--64th General Assembly, Second Session. Contains names and addresses of members, officers and secretaries of the House of Representatives and Senate. No charge.

LEGISLATIVE DIRECTORY--64th General Assembly. Contains U. S. Senators, Congressmen, Justices of Iowa Supreme Court, state officers, and members of the 64th General Assembly. No charge.

LEAGUE OF WOMEN VOTERS OF IOWA

Person to Contact: Mrs. Richard Lloyd-Jones
President

Address: 420 North Dubuque Street
Iowa City, Iowa 52240

Telephone: (319) 338-5526

Purpose: To promote informed and active participation of citizens in government.

Service and Activities: A major effort of the League is to study important contemporary issues at the local, state and national levels. After thorough study, the membership reaches consensus and decides on a position, then takes appropriate steps to implement the desired change. Action may take many forms: publications, speakers bureau, public meetings, letter-writing campaigns, testimony at public hearings, and lobbying the appropriate body, from City Council to the U. S. Congress.

The other major effort is to provide information to voters on registration, voting, issues and candidates. While performing this Voters Service function, the League does not publicize its program positions, but rather furnishes objective, non-partisan information about the election and the candidates. Members demonstrate voting machines, serve as mobile registrars and report election results.

Although the League as an organization is nonpartisan, individual members are encouraged to participate in partisan activities except for the period of time when they serve on a League Board.

Resources: Information is available either through publications or speakers on the government, voting, political parties, etc.

Publications: The local Leagues will vary regarding their publications. Below is a list of national publications on election materials.

Xoters Service, Election Alert 1972
Contents of Kit

No. 144 *Get Ready To Vote*--Comprehensive state by state voter information. Current registration, absentee voting regulations, deadlines, political party information, voting turnout and registration statistics, offices up for election, provisions of new federal legislation and constitutional amendment, maps. 1972, 18 pp., $ .50.

No. 392 *It's Your Country*--Colorful handout flyer answering the question, "Why bother to vote?" 1970, 6 pp., 100 for $5.00 (min. order), 1000-4999 $4.00 per hundred, 5000-9999 $3.50 per hundred, 10,000-14,000 $3.00 per hundred.

No. 1 *Your Vote Makes a Difference Poster*--(new) 20½" x 17" yellow and black poster. 1972, 100 for $4.00 (min. order).

No. 209 *Political Ponderables Speech*--Sample speech for use in an election year. 1972, $ .20.

Come to the Aid of Your Party--Pocket-size booklet put out by the Tea Council of the U.S.A. designed to help individuals and organizations plan special election year parties. 1972, 24 pp., Free.

Additional Election Materials

No. 345 *Choosing the President*--Describes the step-by-step process of nominating and electing the President of the U. S. 1972 (revised), 104 pp., $1.00.

No. 179 *Is Politics Your Job?*--Stresses the importance of knowledgeable participation in self- government. 1969, 46 pp., $ .75.

No. 205 *Election Alert (L-1, March 1972)*--Lists sources of information including presidential campaign headquarters, national party committees, organizations and materials dealing with elections. 4 pp., $ .20.

No. 206 *Administrative Obstacles to Voting*--Results of nationwide Education Fund survey which documents the need for administrative changes in election procedures. 1972, 35 pp., $ .60.

No. 689 *Current Focus--The Expanded Electorate: Theory and Practice*--Discusses recent election law changes; analyzes student residency problems and absentee voting and registration. 1971, 4 pp., $ .15.

No. 103 *Voters Service Committee Guide No.2*--A guide to "the new faces of '72": new voters, party rules, state election laws, campaign spending rules, etc. 1972, 4 pp., $ .15.

No. 614 *Vote Baby Vote Buttons*--1¼" white on black buttons. 100 for $10.00 (min. order).

No. 603 *Voting is People Power Buttons*--1½" orange on black buttons. 100 for $12.50 (min. order).

No. 233 *Balloon the Vote TV Spots*--60 and 20-second color-sound TV spots using balloons to present the theme, "Don't let your vote get away." $17.50 per set.

No. 207 *Repro Proof Sheets*--Illustrate registration and voting information. Replace newspaper mats on registration and voting. Free.

No. 235 *TV slides*--2, 35mm color League identification slides. $2.00.

No. 148 *Your Vote Makes a Difference Poster (Old)*--14" x 22" deep blue and gold display poster with sturdy easel. 5 for $2.00 (min. order), 10 for $3.50.

Citizen Education

No. 723 *Primary Flyer, Be Somebody!* 1972, $ .02.

No. 693 *You're Invited To Join a Party.* 1969, $ .02.

No. 713 *Voters Guide.* 1971, $ .02.

No. 696 *America's Racial Crisis Speech.* 1969, $ .35.

No. 7 Welfare Myths Flyer, *Who's on Welfare: We All Are.* 1971, $ .03.

No. 715T *National Welfare Tapes.* Free.

No. 708 *Environmental Quality Kit.* 32 pp., mimeo, $ .50.

No. 699 *Study Aids on the Electoral College.* 1969, $ .25.

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS

Person to Contact: John S. Gibson
Director

Address: Tufts University
Medford, Massachusetts 02155

Telephone: (617) 628-5000, Extension 351, 352, 353.

Purpose: The Lincoln Filene Center is an integral part of Tufts University and receives advice and support from the Civic Education Foundation. The Center has developed during the past 26 years from a small agency providing high schools with instructional materials in civic education and politics to an internationally known Center with extensive operations in education and civic affairs. It has been at Tufts since 1954 and is housed in its own building on the campus.

Basically, the Lincoln Filene Center is people--people dedicated to improving the quality of education and of civic life. The Center has a staff of 18 with many teachers and educators serving as clinical consultants and research assistants. It administers the Northeastern States Citizenship Project in cooperation with the Commissioners of Education of the nine Northeastern States. A catalogue of the Center's extensive publications and information on its programs and services may be obtained from the Center at Tufts University, Medford, Massachusetts 02155.

The two prime responsibilities of the Lincoln Filene Center are (1) to advance the quality of civic and social studies education in the schools and (2) to make significant contributions to civic life and institutions in the area of education.

Publications: STUDENT AND TEACHER INSTRUCTIONAL PROGRAMS FOR HIGH SCHOOLS:

Instructional Program I: Dimensions of Citizenship

Effective Citizenship: Upton Sinclair and The Jungle (responsibilities and decision-making experiences in the meat-packing industry)
Student narrative, 16 pp., $ .50
Teacher's guide, 112 pp., $1.00

Citizenship Denied: Diary of a Young Girl (appreciation of freedom after analyzing a girl's attempt to cope with Nazi tyranny)
Student's narrative, 25 pp., $.50.
Teacher's guide, 27 pp., $ .50.

Citizenship Affirmed: The Story of Frederick Douglass (becoming an American citizen and discussing freedom after escape from slavery)
Student narrative, 25 pp., $ .50.
Teacher's guide, 11 pp., $ .50.

Civil Disobedience: A Higher Law? (decisions on recourse to a higher law arising from protest movements)
Student narrative, 24 pp., $ .50.
Teacher's guide, 12 pp., $ .50.

Instructional Program II: Politics and Policy Making

Choosing a President, 1968: The American Political Process (aspiring presidential candidate from primary to November election)
Student narrative, 31 pp., $ .50.
Teacher's guide, 28 pp., $ .50.

Gun Control: A Bill Becomes a Law (an examination of the struggle for gun-control legislation between Congress and powerful interest groups)
Student narrative, 17 pp., $ .50.
Teacher's guide, 18 pp., $ .50.

The Courts Make Policy: The Story of Clarence Earl Gideon (the Constitutional guarantee of "right to counsel" is brought into questions)
Student narrative, 17 pp., $ .50.
Teacher's guide, 37 pp., $ .50.

Practical Political Action
Order directly from Houghton Mifflin Company, 53 West 43rd Street, New York, New York 10036.

Instructional Program III: Urban Problems and Prospects

The Police: Fact and Fiction (freedom and a need for ordered society place police in a conflict situation)
Student narrative, 19 pp., $ .50.
Teacher's guide, 13 pp., $ .50.

Welfare: A Way of Life? (welfare: right or privilege?)
Student narrative, 36 pp., $ .50.
Teacher's guide, 7 pp., $ .50.

Urban Renewal: Planners and People (outcome of our cities in a "race with time")
Student narrative, 26 pp., $ .50.
Teacher's guide, 10 pp., $ .50.

On volume orders the following discounts are allowed:

25-49 narratives ---- 20% off
50 or more narratives ---- 40% off
One teacher's guide free with the purchase of 25 or more narratives

Instructional Program VI: The Law and Citizenship

Lessons in Conflict: Legal Education Materials for Secondary Schools, 1970, by William M. Gibson (open-ended hypothetical cases and discussions to encourage students to confront and analyze issues)
Paper, 178 pp., $2.00.

Civil Liberties: Case Studies and the Law
Order directly from Houghton Mifflin Company,
53 West 43rd Street, New York, New York 10036.

Instructional Program IX: Current Affairs Case Study Series

The materials listed under Instructional Program IX have been prepared in cooperation with Newsweek, Educational Division, and may be obtained free of charge by writing Newsweek, Educational Division, 444 Madison Avenue, New York, New York 10022.

Current Affairs Case Study Series:

Conflict: Crisis Decision-Making, 1970, 18 pp., no charge.
Protest, 1970, 18 pp., no charge.

Due Process of Law, 1970, 17 pp., no charge.
Politics, 1970, 18 pp., no charge.
Nationalism, 1971, 17 pp., no charge.
Government Control: The Environment, 18 pp., no charge.

Current Affairs and the Social Studies: A Program for Social Studies Educators, 1970, by John S. Gibson (teacher's manual for integrating current affairs with the high school social studies curriculum), 50 pp., paper, no charge.

TEACHER MATERIALS

Publications in Politics and Government

Ideology and World Affairs: A Resource Unit for Teachers, 1963 (developed at a workshop of the Northeastern States Citizenship Project and published for the Project)
List, 60 pp., $2.00

The Process Approach to Political Science, 1966, by John S. Gibson
List, 18 pp., $ .50

State Government and Public Responsibility Series
(Papers from the Tufts Assemblies on Massachusetts Government)

Public Confidence and Political Parties in Massachusetts, 1963
182 pp., $1.00

Modernization of the Administration of Justice in Massachusetts, 1964
205 pp., $1.00

Public Education in Massachusetts: Problems and Challenges, 1965
155 pp., $1.00

The Public Servant: Nonelective Government in Massachusetts, 1966
161 pp., $1.00

Public Welfare in Massachusetts: How Well Do the People Fare?, 1967
163 pp., $1.00

Law and Disorder, 1968
191 pp., $1.00

Citizenship, 1970, by John S. Gibson (an examination of courses in citizenship education). Order directly from Dimensions Publishing Co., San Rafael, California.
List, Paper, 74 pp., $2.00

Poverty, Education, and Race Relations: Studies and Proposals, 1967, edited by William Kvaraceus, John S. Gibson, Thomas J. Curtin. Order directly from Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210.
List, Paper, 226 pp., $3.95

Recent Research on Political Socialization, 1967, by Jack Dennis (a bibliography of published, forthcoming, and unpublished works, theses, and dissertations, and a survey of projects in progress).
List, 66 pp., $1.00

FILMS AND OTHER AUDIOVISUAL AIDS

Films for student viewing and discussion related to Lincoln Filene Center Instructional Programs. Please write to the Center for desired film and date wanted.

"Effective Citizenship: Upton Sinclair and the Jungle" (A filmed case study containing excerpts from Upton Sinclair's prize-winning novel, *The Jungle,* which revealed the sordid conditions in the meat-packing industry at the turn of the century.)
2 reels, 28 minutes each, b/w
Rental of films with purchase of 25 or more student narratives: Postage and insurance
Rental of films only: $5.00 plus postage and insurance

"Citizenship Denies: Diary of a Young Girl" (Anne Frank's experience of losing her citizenship with the Nazi occupation of Amsterdam, a poignant and dramatic example of the importance of democratic freedoms to the individual)
2 reels, 28 minutes each, b/w
Rental of films with purchase of 25 or more student narratives: Postage and insurance
Rental of films only: $5.00 plus postage and insurance

"Citizenship Affirmed: The Story of Frederick Douglass" (excerpts from his autobiography dramatize both his inability to tolerate his status as a noncitizen and his appreciation of the freedom and opportunity available to a citizen in a democracy)
2 reels, 28 minutes each, b/w
Rental of films with purchase of 25 or more student narratives: postage and insurance
Rental of films only: $5.00 plus postage and insurance

"Where Is Prejudice?" (This film takes a deep look into the minds of young "unprejudiced" people.)
2 reels, 29 minutes each, b/w
Rental: $25.00 plus postage and insurance

"Black Pride: The Emerging American Negro" (An overview of the black man's history in white America)
1 reel, 23 minutes, b/w
Rental: $15.00 plus postage and insurance

"Something That's Real" (unrehearsed statements by blacks working for a major corporation)
1 reel, 24 minutes, color
Rental: $15.00 plus postage and insurance

"Civil Disobedience: A Higher Law?" (case studies of protest movements that have violated legal norms require the student to confront important moral and ethical questions. Under what circumstances, if any, should society's laws be ignored? Is there a "higher law" to which man can appeal?")
1 reel, 28 minutes, b/w
Rental of film with purchase of 25 or more student narratives: postage and insurance
Rental of film only: $5.00 plus postage and insurance

"Practical Politics" (four open-ended films follow a candidate through a political campaign. Each case ends with a decision that the candidate must make: Should he run for office? Should he seek the support of the local "boss"? Should he accept campaign funds from a group with a vested interest? Should he speak publicly about a controversial issue?)
4 reels, 17 minutes each, b/w
Rental: $5.00 plus postage and insurance

Films on Current Political Issues

"Communicating with the People: Mayor Kevin H. White of Boston"
"Making Policy: Governor John A. Volpe of Massachusetts"

"Congressional Pressure Groups: Representative Margaret Heckler of Massachusetts"
"Making National Policy: Senator Edward M. Kennedy"
"Reflections on Politics: Former Senator Leverett Saltonstall of Massachusetts"

Prominent political figures discuss with students some of the important issues that practicing politicians must confront at the local, state, and national levels.
5 films, 28 minutes each, b/w
Rental: $5.00 each film, plus postage and insurance

"The Police: Fact and Fiction" (The role of the police as they relate to young people)
1 reel, 28 minutes, b/w
Rental of film with purchase of 25 or more student narratives: postage and insurance
Rental of film only: $5.00 plus postage and insurance

"Young Person and the Court" (A case study of a young person before a court of law)
1 reel, 28 minutes, b/w
Rental of film with purchase of 25 or more student narratives: postage and insurance
Rental of film only: $5.00 plus postage and insurance

"Welfare: A Way of Life?" (A series of realistic case studies of welfare recipients helps the student to probe some key questions posed by the American Welfare system: Has Welfare become for many people a way of life? To what extent is it abused? How can the welfare system be made more equitable?)
1 reel, 28 minutes, b/w
Rental of film with purchase of 25 or more student narratives: postage and insurance
Rental of film only: $5.00 plus postage and insurance

"Urban Renewal: Planners and People" (Realistic case studies lead students to confront some of the crucial issues facing American cities: What kind of planning will enable the city to survive? How does urban renewal affect individuals and families? To what extent must the needs of city dwellers be sacrificed for the cause of long-range planning?)
1 reel, 28 minutes, b/w
Rental of film with purchase of 25 or more student narratives: postage and insurance
Rental of film only: $5.00 plus postage and insurance

Instructional Program VII: The International System:
Themes and Decisions

"Making Foreign Policy: Senator Edward W. Brooke" (This filmed interview with Senator Brooke in 1969 deals with the problems in making foreign policy decisions in the modern world.)
1 reel, 28 minutes, b/w
Rental: $5.00 plus postage and insurance

"American Foreign Policy" (This filmed interview with Senator John F. Kennedy in 1959 deals with a wide range of foreign policy issues.)
1 reel, 12 minutes, b/w
Rental: $5.00 plus postage and insurance

"The North Atlantic Treaty Organization" (This filmed interview with NATO Secretary General Paul Henri Spaak in 1960 discusses the functions and purposes of the North Atlantic Treaty Organization.)
1 reel, 12 minutes, b/w
Rental: $5.00 plus postage and insurance

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Person to Contact: T. Marcus Gillespie
Associate Secretary

Address: 1201 16th Street, N. W.
Washington, D. C. 20036

Telephone: (202) 833-4476

Purpose: The purposes of the NCSS are: to promote the study of the problems of teaching the social studies to the best advantage of the students in the classroom; to encourage research, experimentation and investigation in these fields; to hold public discussions and programs; to sponsor the publication of desirable articles, reports, and surveys; and to integrate the efforts of all of those who have similar purposes through the efforts and activities of its members and their cooperative activities with others interested in the advancement of education in the social studies.

Services and Activities: Each year NCSS holds an annual meeting for social studies people from all over the nation. A rich and varied program is designed to provide specific helps to all participants. The 52nd Annual Meeting will be held in Boston, Massachusetts, November, 1972, with headquarters at the Sheraton-Boston Hotel.

NCSS works to stimulate and coordinate local, state, and regional social studies efforts. Frequently Council members and staff participate in local professional and lay conferences, workshops, and seminars.

Composed of representatives from NCSS affiliated councils, the House of Delegates provides a means for local councils to actively participate in the development of the NCSS program.

One has a national office and a clearinghouse for information about social studies programs, materials, and methods of instruction.

One can receive 8 issues of *Social Education,* published October through May.

One can receive the *Yearbook,* mailed each year as soon after March 31 as the production schedule permits--usually during May. (Those who were members as of March 31 of the year of distribution.)

One can have the opportunity of gaining experience by participating in the work of his professional organizations--speaking, writing, working on committees, making studies, and conducting conferences.

One can receive assistance in organizing and strengthening the efforts of local, state, and regional groups.

One can receive the results of pilot projects, research, and surveys that are carried on by the National Council.

Publications: *Social Education*

How To Do It Series

No. 13 -- *How To Utilize Community Resources*
No. 14 -- *How To Handle Controversial Issues*

The American Citizens Handbook. Joy Elmer Morgan, ed. Cloth, $6.00 (491-15216)

Promising Practices in Civic Education, by Donald W. Robinson, et al. $4.00 (491-15172); Cloth, $5.00 (491-15174)

Bulletin

No. 3 (1967) *Political Socialization of American Youth: Implications for Secondary School Social Studies* (A Review of Research), by John J. Patrick. $2.50 (499-15194)

No. 37 (1965) *The Study of Totalitarianism: An Inductive Approach* (A Guide for Teachers), by Howard D. Mehlinger. $2.00 (498-15130)

No. 43 (1969) *A Guide to Human Rights Education,* by Paul D. Hines and Leslie Wood. $2.25 (498-15228)

SP

POLK COUNTY EDUCATIONAL SERVICE CENTER

Person to Contact: Joe Millard

Address: Iowa Learning Activity Package Clearinghouse
Educational Service Center
Polk County Board of Education
112-116 Eleventh Street
Des Moines, Iowa 50309

Telephone: (515) 284-6171

Purpose and Activities: The Iowa Learning Activities Package Clearinghouse was founded to facilitate sharing the work of innovative Iowa teachers. Beginning with the Iowa Instructional Bazaar (sponsored by Iowa State University, the Iowa Association of Classroom Teachers, Ames Community School District, Iowa Department of Public Instruction and the Polk County Educational Service Center) a sizeable collection of teacher-prepared LAPS has developed.

The Clearinghouse does not furnish copies of individual LAPS. But acting as a Clearinghouse, the Polk County Educational Service Center has prepared a catalogue listing LAPS which Iowa teachers have prepared. To obtain a copy of the individual LAPS a person simply writes to the school or teacher that is listed as author of the LAP. Some Learning Activity Packages are free, some cost a minimal fee and others are for exchange only.

The purpose of the catalogue is to provide educators with a list of teachers who have developed LAPS. These teachers may be contacted for further information concerning their learning packets.

This Clearinghouse service is being provided on a non-profit basis by the Polk County Educational Service Center--Mrs. John W. Carr, Chairman, and K. W. Miller, Superintendent. You may obtain your copy of the catalogue by writing to Joe Millard.

Publications: Single catalogues are free to educators in Iowa and cost one dollar to persons living outside Iowa or for orders which are for more than one catalogue.

Examples of Learning Activity Packets Cited in the Catalogue

Junior High

"Politics: 1952-1969", Marshalltown. $1.00

Government (1st Semester). 9th grade. John Rose and C. Thomas, Adair-Casey Community Schools. $1.00.

"Constitution," (Includes pre-tests, written as objectives and use as post-tests, activities, use of Milliken Company duplicating books, *The Constitution* is made) Linn-Mar Junior High School.

"Bill of Rights," (Includes pre-test written for use as objectives, post-test and activities, taken mainly from Documents of Freedom, Follett Company) Linn-Mar Junior High School.*

*Linn-Mar Junior High LAPS not for sale--trade only.

Senior High

"How the News Media Reported the Death of President John F. Kennedy," (filmstrips, tapes and selected articles) Bill Sherman, I.S.E.A.

"Different Patterns of Front-page Make-up used by American Newspapers," Bill Sherman, I.S.E.A.

"Civil Liberties vs. Police Power," West Delaware Schools.

"Foundation of American Government," (American Government) W. Ireland, Sheldon Community High School.

"States Rights vs. Federal Government." (American Government) W. Ireland, Sheldon Community High School.

"Rights of a Free People," (American Government) W. Ireland, Sheldon Community High School.

"The Legislative Branch," (American Government) W. Ireland, Sheldon Community High School.

"The Presidency," (American Government) W. Ireland, Sheldon Community High School.

"The Judicial Branch," (American Government) W. Ireland, Sheldon Community High School.

"American Foreign Policy," (American Government) W. Ireland, Sheldon Community High School.

SOCIAL SCIENCE EDUCATION CONSORTIUM

Person to Contact: Irving Morrissett

Address: Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302

Telephone: (303) 443-2211

Purpose: The Social Science Education Consortium (SSEC), Inc., is a non-profit corporation with the overall objective of supporting cooperative work among social scientists, educators, and classroom teachers in the development and use of elementary and secondary social studies curricula.

Program and Activities: The Consortium has developed five major programs:

Curriculum Materials Analysis In 1967 staff members developed a Curriculum Materials Analysis System (CMAS), the primary purpose of which was to provide a framework within which educators could analyze curriculum materials. To date over 300 analyses have been produced by teachers, administrators, and SSEC staff, and many of these analyses are available through the SSEC publication program.

Publication Program. The SSEC encourages major works in social studies/social science education. Initial papers published by the SSEC focused on the structure of knowledge in the various social science disciplines. Later publications considered such areas as child development, learning theory, teaching strategies, values, and evaluation. As a result of the SSEC annual invitational conference, two books have been published:

> Irving Morrissett, ed., *Concepts and Structure in the New Social Studies Curricula.* New York: Holt, Rinehart and Winston, Inc., 1967. 161 pp.
>
> Irving Morrissett and W. Williams Stevens, Jr., eds. *Social Studies in the Schools: A Search for Rationale.* New York: Holt, Rinehart and Winston, Inc., 1971. 204 pp.

The current mailing list for the SSEC *Newsletter* exceeds 4,000. A recent publication, the *Social Science Curriculum Materials Data Book,* includes analyses of curriculum project materials, innovative textbooks, and simulation games. Supplements to the *Data Book* will update existing information and add new analyses to the three sections.

Teacher Associate Program. In 1965 the Teacher Associate program was initiated by the SSEC. Three such associates are currently spending the year at the SSEC offices in Boulder as staff members. During this period, they will learn how to analyze curriculum materials, become acquainted with the SSEC Resource Center, visit innovative projects around the United States, and select special interest areas in social studies/social science education for further investigation.

Educational Resources Information Center (ERIC). In 1970 the SSEC joined with the University of Colorado in the establishment of an Educational Resources Information Center (ERIC) Clearinghouse in Social Studies/ Social Science Education. In 1971 ERIC/ChESS became an integral part of the SSEC operation. The Clearinghouse is part of the nationwide information system which gives educators access to new developments in social studies/social science education. Available through ERIC at nominal cost are abstracts and indexes of current educational documents as well as interpretive summaries, research reviews, bibliographies, and analytical papers on critical educational topics.

Personal Contact. A variety of programs conducted by the SSEC involves personal contact with the educational community. Between 1968 and 1970 over 1,200 persons visited the SSEC offices in Boulder. During the same period, under SSEC auspices the staff and membership conducted over 35 conferences, institutes, and workshops involving over 3,000 educators.

Publications: The books, occasional papers, reprints, and Curriculum Materials Analyses described below reflect a variety of viewpoints and topics of interest to the social studies/social science educator. Some are designed to give direct assistance to educators in "sorting out" and choosing from the many new curriculum materials packages now available to schools; others deal with broad educational problems on a general philosophical level; still others discuss problems of current national concern, such as environmental education.

OCCASIONAL PAPERS, BOOKS, AND REPRINTS (A Partial Listing)

No. 121 *Concepts and Structures in the New Social Science Curricula,* edited by Irving Morrissett (1966) 161 pp. (May also be ordered from your local bookstore and from College Order Department, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017), $3.75.

No. 123 *Value Claims in the Social Sciences,* by Michael Scriven (1966) 39 pp., Mimeographed, Bound, $1.50.

No. 125 *Inservice Teacher Education to Support Utilization of New Social Science Curricula,* by Robert Fox, Emily Girault, Ronald Lippitt, and Lucille Schaible (1967), 29 pp., Mimeographed, Bound, $1.20.

No. 129 *Civic Education for the Seventies,* by John P. DeCecco (1971) 28 pp., Mimeographed, Bound, $1.20.

No. 136 *Environmental Education: Social Studies Sources and Approaches,* by Martha T. Henderson (1971), 39 pp., Mimeographed, Bound, $1.60.

No. 141 *Organizing a Curriculum Around Social Science Concepts,* by Lawrence Senesh (1966), 17 pp., Reprint Series No. 2, $ .90.

CURRICULUM MATERIALS ANALYSES (A Partial Listing)

CMA 82 Harvard University: Social Studies Project, Public Issues Series, Grades 7-12 (July 1969), 14 pp., Mimeographed, $ .40.

CMA 98 Indiana University: High School Curriculum Center in Government, *American Political Behavior,* Grade 9 (January 1970), 21 pp., Mimeographed, $ .55.

CMA 118 Harvard University: Social Studies Project, Public Issues Series, Grades 9-12 (February 1969), 24 pp., Mimeographed, $ .40.

CMA 140 Indiana University: High School Curriculum Center in Government, Grade 9 (May 1970), 32 pp., pp., Mimeographed, $ .75.

CMA 148 Chicago Bar Association and Law in American Society Foundation: Justice in Urban America Series, Grades 9-12 (September 1970), 21 pp., Mimeographed, $ .55.

CMA 164 Lincoln Filene Center for Citizenship and Public Affairs: Secondary Social Studies Program, Grades 7-12 (February 1971) 20 pp., Mimeographed, $ .50.

CMA 168 California, University of, at Los Angeles: Committee on Civic Education, Grades 4-6 (September 1970), 13 pp., Mimeographed, $ .40.

CONCEPTS AND STRUCTURE IN THE NEW SOCIAL STUDIES CURRICULA. Edited by Irving Morrissett.

This is the report of a conference sponsored by the Consortium and held at Purdue University in January, 1966. Participants from a number of social science education projects explained the approach taken by their projects to the selection and structuring of subject matter for building curricula. The conference report is enlivened by spirited discussion of the viewpoints presented, including some very stimulating exchanges on the relationship of values to science and to the social studies curriculum.

No. 121 (Holt, Rinehart and Winston, Inc., 1966) 161 pp., Paperback, $3.75 (Also may be ordered from your local bookstore and from College Order Department, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017).

THE ENVIRONMENTAL PROBLEM: SELECTIONS FROM HEARINGS ON THE ENVIRONMENTAL EDUCATION ACT OF 1970. Edited by Irving Morrissett and Karen B. Wiley.

During March, April, and May of 1970 the Select Subcommittee on Education of the U. S. House of Representatives held hearings in Washington, D. C., New York City, and San Francisco and Los Angeles, California, on a "bill to authorize the United States Commissioner of Education to establish educational programs to encourage understanding of policies and support of activities designed to enhance environmental quality and maintain ecological balance." The record of these hearings contains testimony from a wide cross-section of the population concerned with environmental quality and education. The testimony ranges from very high-level, abstract, global thinking to detailed descriptions of specific action programs. The record has been carefully edited and condensed in order to present the essential themes, a wide variety of viewpoints, and dramatic encounters found in the Record of these exceptionally invigorating and enlightening hearings.

No. 140 (1971) 228 plus xiv pp., 8½" x 11", Paperback, $6.95; Hard Cover, $8.95.

MATERIALS FOR CIVICS, GOVERNMENT, AND PROBLEMS OF DEMOCRACY: POLITICAL SCIENCE IN THE NEW SOCIAL STUDIES. By Mary Jane Turner with an introduction by John J. Patrick.

Working under an Office of Education grant to the American Political Science Association, Mrs. Turner surveyed those materials packages with political science content--49 packages developed by 42 curriculum development projects--and for each package she compiled data on availability and cost, nature of content and educational objectives, teaching strategies, appropriateness for varying teaching-learning situations, and evaluation. Her data and interpretive narratives are presented in this book in a systematic manner designed to aid teachers and supervisors in curriculum decision making.

No. 138 (1971) 199 pp., Paperback, $3.95; Hard Cover, $5.95.

SOCIAL SCIENCE IN THE SCHOOLS: A SEARCH FOR RATIONALE. Edited by Irving Morrissett and W. Williams Stevens, Jr.

This book resulted from a conference on the problems of curriculum rationale--what to include in the school curriculum and why.

Various rationales for including each of the social sciences in the social studies curriculum

have been put forth. Each has been defended as making an essential contribution to the child's understanding of the world, to developing a well-informed citizenry, and for contributing to the joy of learning. Many school administrators and teachers are currently in the midst of re-examining their social studies programs, weighing the competing arguments for the various new approaches to social studies, and contrasting them with the old or refurbished defenses of traditional subjects. They are finding that defensible decisions are extremely hard to make. In many cases, they are being pushed back to a deeper consideration of the basic purposes of the social studies and, beyond that, to a renewed examination of the basic rationale of the entire educational system.

No. 137 (Holt, Rinehart and Winston, Inc., 1971) 205 pp., Paperback, $4.95 (Also may be ordered from your local bookstore and from College Order Department, Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017)

SOCIAL STUDIES CURRICULUM MATERIALS DATA BOOK (SSEC)

The *Data Book* is offered in looseleaf form on a subscription basis. New and revised analyses will appear twice a year.

No. 139 (1971-) *Data Book* in looseleaf form including all Supplements to date of order and an attractive, durable vinyl-covered 3-ring binder, $20.00
Note: Beginning with the October 1972 Supplement, the *Data Book* will be divided into two volumes. At this time the price for the above will become $26.00 and will include all Supplements to date, including October 1972 and an additional 3-ring binder for Volume 2.

No. 139-A--A *Data Book* and next semi-annual Supplement (includes an additional 3-ring binder for Volume 2), $32.00

No. 139-B-- *Data Book* and next two semi-annual Supplements (includes an additional 3-ring binder for Volume 2), $38.00

Future Supplements purchased separately when ready, $7.50.

Additional 3-ring binder for Volume 2 purchased separately, $7.50.

AN EXAMPLE OF A DATA SHEET TAKEN FROM THE DATA BOOK
(Project Materials Section)

LAW IN AMERICAN SOCIETY FOUNDATION
JUSTICE IN URBAN AMERICA SERIES

Director:	Robert H. Ratcliffe, Professor of Education University of Illinois at Chicago
Project Address:	Law in American Society Foundation Barrister Hall, Suite 850 29 South La Salle Street Chicago, Illinois 60603
Publisher:	Houghton-Mifflin Company 110 Tremont Street Boston, Massachusetts 02107
Publication Date:	1970
Availability:	From publisher
Grade Level:	9 (10-12)
Subject Area:	Civics, Government, Social Problems

Overview

Developed jointly by the Chicago Bar Association and the Chicago Board of Education, the materials present a frank view of the problems confronting urban America. The purposes and functions of law within society and the relationship of law to each individual are the core of the six-booklet program. Student activities are varied, with inquiry-oriented discussion being the primary instructional mode.

Materials and Cost

Student Text: Robert H. Ratcliffe, ed. 6½" x 9½", stapled paperbound booklets; contain illustrations, photographs, notes, charts, graphs

Law and the City. By Richard Groll and Jack Zevin. 133 pp., $ .90.

Crimes and Justice. By M. Cherif Bassiouni *et al.* 84 pp., $ .90.

Law and the Consumer. By Robert Berger and Joseph Teplin. 96 pp., $ .90.

Poverty and Welfare. By Robert Bennett and Thomas Newman. 85 pp., $ .90.

Landlord and Tenant. By George Ranney, Jr. and Edmond Parker. 77 pp., $ .90.

Youth and the Law. By M. Cherif Bassiouni and Sister Thecla Shiel. 108 pp., $ .90.

Teacher's Guide: 84 pp., 6½" x 9½", stapled paper cover, no charge.

Required or Suggested Time

The materials comprise a full year's course. However, each booklet may be used separately as a supplement to an existing course.

Intended User Characteristics

The materials seem best suited for 9th-grade students in lower middle class urban and suburban schools. Well-to-do suburbanites and rural students might not have the appropriate frame of reference for effective implementation of the program. Inner-city students in grades 10 through 12 should find the materials interesting and relevant. Other than the usual preparation for high school social studies teachers, special courses or training are not essential.

Rationale and General Objectives

The authors contend that alienation, evidenced by many facets of human behavior, is the primary social problem facing America. It is their belief that an understanding of the purposes and functions of law will provide a tool for urban citizens to cope effectively with their total environment and thereby reduce alienation. The overall objective of the program is to enable students to understand the nature of individual and societal rights and the relationships between them.

Content

The authors have identified four major functions of law: 1) to determine lines of behavior acceptable in society and penalties for contradictory behavior; 2) to allocate and recognize authority which may legitimately apply force to maintain legal norms; 3) to settle conflicts between individuals or groups as they arise; and 4) to redefine societal relationships as conditions change within society. This four-part model is applied to crime, youth, alienation, poverty, welfare, consumer law, and other urban problems in order to provide students with the knowledge and skills needed to cope with them.

Teaching Procedures

Recommended teaching strategies are based upon an inquiry approach to learning. Case studies, stories, and graphic data are used to stimulate student interest. The teacher and students then engage in data gathering, inference making, and discussion, until they feel that all significant ramifications of the issue have been considered. The teacher's role is primarily to facilitate discussion.

Evaluative Data

The project report contains an extensive description and analysis of the evaluative program carried out by the project and independent teams of evaluators. Assessment of the data available indicates success in increasing both cognitive achievement and positive attitudes toward law and its functions within society.

Reference

1. "Evaluation Report, 1967-68". Mimeographed. Chicago: Law in American Society Foundation, August 1968. 55 pp.

2. Ratcliffe, Robert H. "Law as an Integer of Social Studies Instruction." *Illinois Journal of Education.* (January 1970) pp. 31-35.

3. Sanders, Norris M., and Marlin L. Tanck. "Law in American Society" in "A Critical Appraisal of Twenty-Six National Social Studies Projects." *Social Education.* Vol. 34 (April 1970) pp. 441-43.

AN EXAMPLE OF A DATA SHEET TAKEN FROM THE DATA BOOK
(Project Materials Section)

INDIANA UNIVERSITY
HIGH SCHOOL CURRICULUM CENTER IN GOVERNMENT
AMERICAN POLITICAL BEHAVIOR (APB)

Directors:	Howard D. Mehlinger, Professor of History and Education Indiana University John J. Patrick, Professor of Social Studies Education Indiana University
Project Address:	High School Curriculum Center in Government Indiana University 1129 Atwater Bloomington, Indiana 47401
Publisher:	Ginn and Company 691 Spring Street Lexington, Kentucky 02173
Publication Date:	1972
Availability:	From publisher

Grade Level: 9-12

Subject Area: Political Science

Overview

The High School Curriculum Center in Government, a joint project of the Department of Government and the School of Education at Indiana University, was funded by the U. S. Office of Education in 1966 for a five- year period to develop materials for civics and American government courses. By incorporating insights from the disciplines of political science, sociology, and anthropology, and taking advantage of those positive, supportive feelings which young people have toward American institutions, the developers have prepared a meaningful alternative to traditional curricula. American Political Behavior (APB) was designed to provide a full year's instruction; however, units one, two, and three, and units four and five have both been used successfully as one-semester courses. In addition to a textbook, the course includes a Teacher's Guide, two simulations, two games, worksheets, and short-answer tests.

Materials and Cost

Student Text:

American Political Behavior. By Howard D. Mehlinger and John Patrick. 565 pp., 7½ x 9¼, hardcover, $5.22.

American Political Behavior (Book 1). By Howard D. Mehlinger and John Patrick. Units, 1, 2 and 3, paperbound, $2.40.

American Political Behavior (Book 2). By Howard D. Mehlinger and John Patrick. Units 4 and 5, paperbound, $2.49.

Teacher's Guide: The final commercially-published form of the Teacher's Guide was not available at the time of the printing of this data sheet. The following information was available:

Tests with Key (Book 1), Duplicating Masters, $16.80
Tests with Key (Book 2), Duplicating Masters, $16.80
Transparencies (Book 1), $19.74
Transparencies (Book 2), $22.50
(Transparencies are also to be printed in the back of the Teacher's Guide.)
Worksheets (Book 1), Duplicating Masters, $8.58
Worksheets (Book 2), Duplicating Masters, $5.07
Simulation: "Influence", $5.97
Simulation: "City Hall", $5.97
Board (Card) Games: "Bottleneck, Ninth"; "Justice", $49.50

All of the above adjunctive materials constitute important elements in the curriculum. For instance, several lessons which are structured around the transparencies are concerned with the generation, organization, and interpretation of data. Others are utilized to provoke speculation or test hypotheses. Exercises in graph and table construction and reading are presented in the worksheets, while the tests have been provided as vehicles with which teachers and students can determine if the objectives of the course are being achieved.

Required or Suggested Time

APB was designed as a one-year program for grades 9-12; however, the basic textbook is presented in two ways. A hardcover text includes all five units of the material while two paperbacks cover units one, two, and three; and units four and five respectively. Each of the paperbacks emphasizes different concepts, but each can stand alone to make up a one-semester course. Each lesson plan notes the estimated amount of time required to teach that lesson based on the average time which was required during the piloting of the materials.

Intended User Characteristics

The materials have been designed for secondary students in grades 9 through 12. According to the evaluation of the final trial edition, APB requires no special teacher training beyond that provided by the Teacher's Guide.

Rationale and General Objectives

The developers of APB felt that existing courses in civics and American government did not help students to acquire those concepts which would enable them to understand political phenomena; nor those skills of inquiry which would help them assimilate, analyze, and evaluate the data which confronts them. Among the many objectives established for APB are the following: developing student abilities to select, organize, and interpret information; developing the ability to utilize concepts and make generalizations about political activity and behavior; increasing the capability to develop or select appropriate alternatives; developing an ability to make rationale value judgments based upon empirical evidence; and reinforcing democratic political beliefs.

Content

The content is structured in terms of basic behavioral science concepts, such as culture, socialization, status, role, social class, and decision making, that can enhance understanding of political behavior. The course seeks to bring these concepts into some logical and scientific relationship to each other; to translate them into terms high school students can understand; and to provide practice in their proper use by planning investigations through which the concepts are made operational. The five major units of instruction which make up the course are entitled: 1) Introduction to the Study of Political Behavior; 2) Similarities and Differences in Political Behavior; 3) Elections and Voting Behavior; 4) Political Decision Makers; and 5) Unofficial Political Specialists.

Teaching Procedures

APB employs four basic learning steps, each of which has different purposes and requires different instructional techniques. The first is a "confrontation" step in which the student is presented with provocative material to focus his attention and to stimulate speculation or hypothesizing. The second is a "rule-example" step during which there is systematic inquiry into pertinent data using a variety of skills. During the third, or "application," step the skills and ideas previously acquired are applied to raw data to provide clues about the extent to which instructional objectives have been attained. The final is the "value judgment-policy decision" stage in which there is value clarification. The students are encouraged to think normatively, while relating their judgments to an empirical context.

Evaluative Data

The results of an evaluation of the published APB materials are not yet available; however, the experimental materials were field tested successfully by approximately 100 teachers and 10,000 students in suburban, urban, and rural areas. The results of an evaluation of the final experimental version conducted in 1970 contributed to the revision of the course for publication.

References

1. Mehlinger, Howard D., and John J. Patrick. "The Use of 'Formative' Evaluation in an Experimental Curriculum Project" in "Research in Social Studies Education." *Social Education.* Vol. 35 (December 1971) pp. 884-87, 892.

2. Patrick, John J. "The Impact of an Experimental Course, 'American Political Behavior,' on the Knowledge, Skills, and Attitudes of Secondary School Students" in "Research in Social Studies Education." *Social Education.* Vol. 36 (February 1971) pp. 168-179.

3. Sanders, Norris M., and Marlin L. Tanck. "The High School Curriculum Center in Government, Indiana University" in "A Critical Appraisal of Twenty-Six National Social Studies Projects." *Social Education.* Vol. 34 (April 1970) pp. 428-431.

AN EXAMPLE OF A DATA SHEET TAKEN FROM THE DATA BOOK
(Games and Simulation Section)

CRISIS

Developer:	Western Behavioral Sciences Institute (WBSI)
Publisher:	Western Behavioral Sciences Institute (WBSI) 1150 Silverado Street La Jolla, California 92037
Publication Date:	1966
Availability:	From publisher
Grade Level:	7-12 (Adult)
Subject Area:	International Relations
Number of Players:	18-36

Overview

Crisis was designed by the Western Behavioral Sciences Institute as a simplified version of **Inter Nation**, a game also developed by WBSI but at a more sophisticated level. The purpose of **Crisis** is to encourage junior high school students to appreciate the complexity of international relations. In **Crisis**, six imaginary nations comprised of teams of three to six participants face the problem of resolving an explosive international incident in a mining area of great economic significance to the globe. The goals for all countries are to secure partial control of the mine's resources while maintaining internal political stability and world peace.

Materials and Cost

Coordinator's Manual: 14 pp., 5½" x 6", stapled paper cover; includes rationale, instructions for playing the game, discussion questions for debriefing.

Student Manual: 8 pp., 5½" x 8½", stapled paper cover.

Additional Materials: World History Sheets, Manual for Analysts and Messengers, Decisions and Consequences Forms, World Organization Decision Forms, Military Buildup Table

Classroom set of 25 including Coordinator's Manual, $35.00

Classroom set of 35 including Coordinator's Manual, $50.00

Sample set including Coordinator's Manual, $3.00

Extra Sets of Consumable Forms, $8.00

Required or Suggested Time

Two school weeks are necessary to complete the game; this includes eight days spent in playing the rounds, plus two additional days for briefing and debriefing sessions. Actual round time is approximately 30 minutes.

Intended User Characteristics

Participant involvement requires little reading or mathematical computation. Although the game can be played in a large classroom, arrangements should be made such that nation teams cannot overhear each other; the analysts, messengers, and teacher should be sufficiently removed to allow confidential team discussions. The teacher does not need an extensive background in international relations in order to effectively coordinate the game.

Rationale and General Objectives

The authors believe that students will acquire a greater sensitivity to the complexities of international problems by participating in a simulation game based on conflict between nations. Students are to solve problems without upsetting the international political balance. In the process of the game they are to analyze the resource needs and political strengths of nations, to make decisions, to accept the consequences of their decisions, and to develop effective communication skills.

Content

Crisis simulates international crisis as six nations struggle for control over a mining area of strategic international importance. Assuming roles as administrators of six nations which vary in political strength and military capacity, the participants can use military force, written communication, or debate in the World Organization to achieve their goals. The primary goals for all nations are to secure Dermantium (The element in the mines) for their citizens, to prevent destruction of their nations, and to secure world peace. Fact-finding commissions, international police forces, summit conferences, and global alliances may be arranged depending on what the students wish to accomplish as their immediate and long-term goals.

Procedures

Each participant assumes the role of a nation-state executive. Each round begins when nation teams fill out decision forms and decide what strategies will be employed in the World

Organization (WO) meeting that follows. At the WO, a chairman is selected, players speak one at a time, and decisions are recorded on forms. After the WO, players restructure their desks into nation groups, fill out "consequences" forms, and decide what they will propose for the next round. Rounds follow the same pattern of deadlines and schedules, each representing six months of real time. Messengers gather proposals from the nations, giving them to the analysts who compute the information in terms of military strength. This information is disseminated to the nations which continue to negotiate based on the new information. The teacher plays no active role other than changing the procedural rules. Winning consists not in gathering points but in acquiring Dermantium and securing world peace.

Evaluative Comments and Suggestions

The model is open-ended, allowing the participants to employ almost any action they perceive as desirable for achieving final successful acquisition of Dermantium. **Crisis**, which clearly represents Cold War political developments, facilitates further student exploration and appreciation of present day problems of resource allocation in Southeast Asia, the Middle East, and similar underdeveloped areas of the world.

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